

Education

Ph.D. English: Rhetoric and Composition; Florida State University; Tallahassee, FL
Anticipated Graduation Date: May 2014

Areas of Expertise: First-Year Composition/Writing Program Administration,
Digital and New Media Pedagogies, Rhetorical History
Dissertation: “Untangling the Ecological Knots: Exploring the Creation and
Maintenance of Sustainable Technology-Enabled First-Year Composition Programs”
Major Professor: Dr. Michael Neal

M.A. English: Rhetoric and Composition; Florida State University; Tallahassee, FL; 2009
Major Professor: Dr. Kathleen Blake Yancey

B.A. English: Rhetoric and Composition; University of Wisconsin-La Crosse; La Crosse,
WI; 2007

Awards

Scholarly Awards: Florida State University; Spring 2012

DigiTech Symposium’s Excellence in Digital Publishing Award for “communicating
ideas digitally through the use of online tools.”
<http://natalieszymanski.wix.com/hott>

Teaching Awards: First-Year Composition; Department of English; Florida State
University; Spring 2008

Bryan Hall Award for Excellence in Teaching First-Year Composition

Pedagogical Experience

Upper-Level Courses: Editing, Writing, and Media Major; Department of English;
Florida State University; Fall 2010–Present

ENC 3416: Writing and Editing in Print and Online

This course (1) introduces students to traditional rhetorical principles and theories and their possible conceptions in the digital world; (2) asks students to compose print, digital, and networked texts in a variety of genres using a wide array of media; (3) helps students to edit and revise appropriately the texts created in different genres and media; and (4) encourages students to critically consider emerging concerns in digital composing such as remix, remediation, publish-then-filter models, convergence culture, copyright and creative commons initiatives, online identity formation, issues of access and privacy, and networked (social) circulation.

ENC 3021: Rhetoric

This course provides students with a foundation in rhetorical history beginning in ancient Greece, moving through the Middle Ages, Renaissance, Enlightenment, and

19th century, and ending with 21st century conceptions. The course introduces students to (1) prominent rhetoricians and their key theories and concepts; (2) various epistemologies that underpin the conception and employment of rhetoric at different historical time periods; and (3) frameworks useful for the analysis and production of rhetorically effective texts in a variety of genres and media.

First-Year Courses: First-Year Composition; Department of English; Florida State University; Fall 2007–Present

ENC 1101: First-Year Composition and Rhetoric

This course introduces students to central theories and concepts in composition and rhetoric—such as rhetorical situation, genre, rhetorical appeals, audience awareness, remediation, and multimodality—which they draw from and utilize in the composing of their own texts. During the course, students participate in multiple peer workshops, write in a variety of genres, and work toward understanding the act of composing as a rhetorical, contextual, social, recursive, and reflective process.

ENC 1102: First-Year Composition and Research

Building upon the rhetorical foundation established in ENC 1101, this course focuses on effective research methods and practices. Students explore an array of research collection methods, compose rhetorically appropriate research projects, repurpose various projects in alternative media, and grapple with ethical questions related to citation practices, authorial ethos, and digital culture research methods.

Tutoring: Digital Studio; Department of English; Florida State University; Summer 2009

As a tutor in the Digital Studio, I assisted students with the invention, creation, and revision of digital and multimodal texts. Working with individual students and collaborative groups, I introduced students to rhetorical strategies common to digital and multimodal texts, helped students select a genre, medium, and/or platform appropriate for their rhetorical objectives and audiences, taught students how to navigate and utilize particular text-technologies and software programs, and provided rhetorical feedback regarding their works in progress.

Administration Experience

Writing Program Assistant Director: First-Year Composition; Department of English; Florida State University; Summer 2011–Spring 2013

As the assistant director of the First-Year Writing program, I co-taught the summer pedagogical training course for incoming graduate teaching assistants and updated the course's curriculum and Teacher's Guide to include recent and innovative rhetoric and composition theory and additional support for computer classroom teachers. I coordinated and co-directed the department's First-Year Composition Committee, which selected textbooks for all First-Year composition courses, reviewed awards for student writers, and evaluated teaching portfolios for yearly teaching awards. I also led cohorts of graduate students in office renovation and online curriculum update initiatives. Finally, I developed and led multiple pedagogical workshops for graduate teaching assistants, staff, and faculty to help encourage innovative teaching practices throughout the department.

Computer Writing Classroom Director: Department of English; Florida State University; Fall 2009–Summer 2011

As the director of the English Department's Computer Writing classrooms, I collaborated with the department head and technical support expert to update and maintain the department's computer-aided classroom technologies. I also coordinated with university faculty to create pedagogical units for the department's First-Year Composition program which critically incorporated technology; I then organized and led discussion sessions and pedagogical workshops to help support teaching assistants, staff, and faculty with various software programs and methods of pedagogical incorporation. Finally, working with the department's IT specialists, I created a department website dedicated to these classrooms that housed links, resources, readings, and lesson plans for teachers in the classrooms.

Professional Development

Publications

“Understanding the Journals That Write Us: A 30th Birthday Reflection. *Computers and Composition*. Under Review.

Guest Editor, *Across the Disciplines* (ATD), special issue on Writing across the Curriculum and Assessment. Emily Baker, Scott Gage, Ruth Kistler, Jill Gordon, Kara Taczak, Natalie Szymanski, and Kathleen Blake Yancey. December 2009. (http://wac.colostate.edu/atd/call_assessment.cfm).

Review: “Teaching and Learning in a Digital Age. *Kairos* 13.1 (2008) (<http://kairos.technorhetoric.net/pmwiki/pmwiki.php/CCCCReviews/2008E19Szymanski>)

Conference Presentations

Panel Presentation: “Untangling the Ecological Knots: Sustainable Technological Incorporation in First-Year Writing Programs.” *Computers and Writing*; Frostburg, MD; June 2013.

Digital Pedagogy Poster Session: “Facebook, Twitter, Flickr, Tumblr, and Instagram: Turning Class Distractions into Productive Composing Spaces.” Conference on College Composition and Communication; Las Vegas, NV; March 2013.

Workshop Presentation: “Wix and Composition.” *Computers and Writing*; Raleigh, NC; May 2012.

Digital Pedagogy Poster Session: “Media, the Culture Industry, and You: An Exploration of FYC and Media Pedagogies.” Conference on College Composition and Communication; St. Louis, MO; March 2012.

Panel Presentation: “Student Production of Digital Media: Notes from a Major Track in Editing, Writing, and Media.” Computers and Writing; Ann Arbor, MI; May 2011.

Panel Presentation: “We Don’t Do That Here’: Pushing the (Digital) Boundaries of What We ‘Do’ in Writing Center Spaces.” Conference on College Composition and Communication; Atlanta, GA; April 2011.

Roundtable: “Click, Curate, Celebrate: A Multimodal Investigation of The National Gallery of Writing.” Computers and Writing; West Lafayette, IN; May 2010.

Panel Presentation: “Understanding the Journals That Write Us: Exploring the Relationship Between the Field of Composition and the Subdiscipline of Computers and Composition.” Conference on College Composition and Communication; Louisville, KY; March 2010.

Panel Presentation: “Chasing the Dangling (Technology) Carrot: Teaching With Technology When Instructors are the ‘Novices.’” Computers and Writing; Davis, CA; June 2009.

Research Network Forum: “ Understanding our Journals’ Histories.” Conference on College Composition and Communication. San Francisco, CA; March 2009.

Panel Presentation: “Wikis and Composition Pedagogy: Avoiding the Bandwagon.” Computers and Writing; Athens, GA; May 2008.

Assessment Institute: Rhetoric and Composition; Department of English, Florida State University; Summer 2013

Assessment experts and faculty members in Florida State University’s Rhetoric and Composition program, Dr. Kathleen Yancey and Dr. Michael Neal, led this three-day intensive workshop that provided a foundation in basic assessment scholarship, theory, and practice. As a selected attendee, I explored a number of issues related to program assessment practices including the distinction between formative and summative assessment approaches, issues of reliability and validity, differences between direct and indirect assessment methods, the role of national, state, and institution outcome mandates, the challenges of assessment-based student placement, the evolution of eportfolios in assessment practices, and the nuances of developing, carrying out, evaluating, and sustaining meaningful and regular writing program assessment.

Service

First-Year Composition Committee: Department of English; Florida State University; Fall 2007–Present

As a member of the First-Year Composition Committee, I assisted in designing, writing, and publishing pedagogical themes for ENC 1101 and ENC 1102, choosing a reader and handbook for ENC 1101 and ENC 1102, selecting winners for excellence in First-Year Composition teaching, and developing and publishing pedagogical activities for the program’s resource website.

Editing, Writing, and Media Pedagogical Cohort: Editing, Writing, and Media Major; Department of English; Florida State University; Fall 2010–Fall 2011

As an instructor in the English Department's new Editing, Writing, and Media major track, I served in a cohort with fellow instructors, staff, and faculty in the major to develop pedagogical materials for two of the major's core courses (Writing and Editing in Print and Online and Rhetoric). Collaboratively, we created course goals and outcomes, drafted syllabi, selected a textbook, and created assignment and lesson plan resources for future instructors in the major.

Digital Symposium: Department of English; Florida State University; Spring 2009–Spring 2010

The Digital Symposium is a yearly event that celebrates digital texts created by both students and faculty at Florida State University. I submitted and showcased my own digital work in the event, and I also assisted the organizers in gathering texts from undergraduates, graduates, and faculty, creating a website to house such texts, advertising the symposium across campus, supervising the symposium, and supplying food and refreshments for attendees.

Teaching Assistant Mentor: First-Year Composition; Department of English, Florida State University; Fall 2008–Spring 2009

As a mentor for new First-Year Composition teaching assistants, I led various discussion sessions and group activities that addressed pedagogical approaches and practices, classroom concerns and problems, and issues of adjusting to graduate student life. I also observed multiple teaching assistants in the classroom, offered feedback and pedagogical advising, and wrote letters of evaluation.